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## FACTORS IMPEDING AND BOOSTING UNIVERSITIES IN THEIR EFFORTS TO IMPROVE THE QUALITY OF THE PROVIDED SERVICES

**Abstract:** *Higher education in Poland has been, for a few years, in the course of permanent but slow and rather ineffective reform of the management system aiming at adapting universities – both public and private ones – to the requirements of the European Union on the one hand, and on the other hand to the international and domestic labour market.*

*The aim of this paper is to present agents which block and boost universities in their efforts to improve the quality of their services and thus enhance their position in Europe as well as to adjust the development strategy and the quality of management in these universities, in the context of the proposed amendment to the law on higher education.*

*The realization of this objective will be assisted by a research hypothesis proclaiming that the law on higher education and its proposed amendment determines the improvement of quality management as well as the improvement of the quality of research and educational services at universities.*

*The realization of the mission and goals of the university requires the continuous improvement of quality management in universities because in this way the authorities accelerate the development of university and make it more competitive on the education market.*

*It is appropriate to implement and develop such a system of quality management in universities which will generate the continuous improvement of quality management, thus allowing for self-financing of university development.*

**Keywords:** *End-of Life Vehicles, Multi-Criteria Classification, Fuzzy Sets*

### 1. INTRODUCTION

Higher education in Poland has been for the last few years in the course of slow but permanent and rather indecisive reform of the management system whose aim is to

adapt universities – both public and private ones – to the requirements of the EU on the one hand, and to the requirements of the international and domestic market on the other. It is apparent from research work carried out by the Author [3] that

professors and doctors employed by these institutions are against any revolutionary change. They unanimously support evolutionary but rapid changes in the functioning of higher education, as well as the acceleration of development. However, they are deliberately slowing down this development process fearing that the changes in the university management system might bring negative consequences for them personally. Hence the attempts to reform the university in a way that ensures formal changes which would be in line with applicable law, without unduly violation of the essence of the traditional management system that had been prevailing for years. [1]

As a result of progress in European integration, increasing globalization on all the Continents and socio- political changes in Poland, universities have no choice but to adjust to the requirements of global economy and the laws that govern it. [2] They cannot be stuck in the historically conditioned traditional ways of functioning which do not guarantee success for universities operating in the global, European and Polish competitive markets of:

- research services,
- educational services,
- consulting services.
- That is why each university must:
- find out the causes of its unfavourable situation,
- formulate a diagnosis of the disease,
- identify both impeding and boosting factors in its pursuit for the improvement of the quality of the above mentioned services,
- and eventually prescribe measures to erase these adverse causes and ensure sound development of the

It is possible that the university will require a shock therapy and the knife. A serious approach to the symptoms of the disease universities in Poland have been suffering from for years is needed together

with an effective treatment. Conducting a formal, partially sham, frequently delayed reform of the management system enforced by MNiSW (The Ministry of Science and Higher Education) is not sufficient.

The aim of this paper is to present factors which block and boost universities in their pursuit to improve the quality of the services they provide, to enhance their position in Europe and to revise their development strategy and the quality of management in these universities, in the context of the proposed amendment to the law on higher education.

Meeting the above mentioned objective will be supported by a research hypothesis proclaiming that the law on higher education and its proposed amendment determine the improvement of the quality of research and educational services provided by universities.

A distinction in the Law – Higher Education Act [4] between universities, universities of technology, academies and higher education establishments of many different kinds causes confusion and raises many eyebrows as it adds little to the improvement of the functioning of our higher education system. In such non-transparent structure it makes sense to consider the determinants of the development of higher education in Poland. The adoption of a clear and simplified structure would simplify and significantly reduce the extensive and ever growing with every new revision law – The Higher Education Act. We cannot abstract in this study from the currently binding structure of higher education; that is why the suggestion given above will serve as a guideline for the future, but which cannot be accepted by the present government and Parliament.

We should not reduce the amendment to the law on higher education which is being prepared by MNiSW to the most important changes required by the EU and adopted by the government within the

framework of the recommendations of the Bologna Process. We can go further in improving the quality of higher education and research, educational and consulting services it provides. Before the above mentioned changes in the law on higher education and science are introduced, Polish public and private universities alike may and should improve their quality today, under current law. At present, each single university has enough autonomy to take action to improve the quality of management and the provided services. That is why today universities should develop, implement and consistently pursue a realistic pro-quality program of restructuring, monitor its outcomes, and continually improve it on the road to excellence; and having made the amendment to the law on higher education, which is currently being developed in Poland, they should accelerate and expand operations towards a radical improvement of the quality of education and research work.

## 2. THE NEEDS OF POTENTIAL CUSTOMERS AND UNIVERSITY BENEFICIARIES

In market economy, each organization producing goods and providing services, and thus also a university:

- does not do it gratuitously for their customers and beneficiaries, but intends to generate profit from this business activity, in the short or long-term future;
- covers its expenses incurred in connection with the provision of services from their revenues in the form of takings from the sales of educational services (tuition and different payments), subsidies, grants, donations, income from research, consulting and other types of business activity.

That is why customers and beneficiaries are essential to the correct functioning of the university, which otherwise would not exist. A university customer is a natural person or a corporate entity paying for the provided services whereas a beneficiary is a student (if they pay tuition from their own funds), parents or other sponsors (who cover the student's tuition), the state, or local / regional authorities that finance a university.

No studies are for free, because all their forms – full-time study programs and extramural studies alike – generate costs which have to be covered from the received income. In Poland full-time students in public universities do not pay tuition. The state covers the cost of tuition for them in the form of different kinds of subsidies and grants transferred to a public university where a given student studies.

The state would finance these services in the best way if MNiSW bought specific educational services for a designated number of students beginning I or II degree studies or PhD studies on conditions specified in the contract, e.g. by a competition. The beneficiaries thus would be Polish or foreign students fulfilling the requirements imposed by the state or the local authorities and the university. Currently existing “fields of study ordered by MNiSW” which do not enjoy high reputation can serve as an example.

The Ministry, when making an offer addressed to public universities to implement full-time programmes should be guided by the needs of the Polish labour market of today and of the potential market in the foreseeable future. We cannot afford to finance from public funds the whole army of the unemployed (e.g. philosophers, sociologists, historians, educationalists, administrative lawyers, etc.), some of whom will find employment abroad but at a much lower salary than that offered to nationals of a country they have chosen to work in; alternatively they

perform jobs for very low wages to which a university degree is not needed. In this situation further financing of economic development from our Polish budget at the expense of a Polish taxpayer should be considered a deliberately harmful action directed against the nation.

Financing the second field of study from the state budget should never take place when there are no funds in the budget to finance the first field of study. In this way, some students, mostly the affluent ones, have their full-time studies financed twice, while others are denied financing; the latter – mainly less well-off students from the back country, who cannot afford commercial studies. The second field of full-time studies should be payable; particularly in the present condition of our state. Very often these are complementary graduate studies (e.g. philosophy, sociology, philology, etc.), which as such should be payable in our present financial situation.

Traditionally, for years we have been dealing with a very badly operating educational market on the supply side, and currently also on the demand side. The shape of the university educational offer is significantly influenced by a traditional conservative university policy in regard to its functioning, in which the protection of its status quo is of utmost importance. Hence the hidden opposition to any attempts at reform that would disrupt the existing internal order and the systems in which the quality of education and research might be influenced by the preferences of the superiors and discretion of academic caucus. Hence the subordination of the ongoing programmes of study to proposals of lectures and classes (sometimes unchanged for years) imposed by the faculty; not to the needs of the present and future labour market. Higher Education Act [5] – the law amended in March 2011, allows universities to open new fields of study, which fact enabled active faculties,

institutes and departments to break through the existing educational university policy and to adjust the programmes of the new fields of study to the economic requirements and expectations of students. Let us hope that this process will not be blocked by the “fundamentalist” professors immune to changes guarding their own interests under the banner: “May we make it to retirement without significant changes”. The amendment of study programmes and their updates must be based on the results of research conducted by the university faculty and accompanied by employment of new academic teachers necessary for the implementation of these changes. It is connected with making those faculty members redundant who do not keep up with the changes and who do not develop themselves. But then, we encounter in some public universities a knot of interrelated private interests which effectively block these changes. Hence the reluctance to bring change to programmes which should be adapted to the present and future needs of employers.

As a consequence of the current situation in Poland: low birth rate, recession, high unemployment and emigration of young people in search of employment, we can observe a substantial decrease in the number of people beginning their studies. At the same time, a growing number of people who take up their studies are not sufficiently prepared. A division of studies into the commercial (payable) and non-commercial ones (free of charge), that is run at the expense of the state, has appeared on the horizon as potentially the worst of all possible scenarios. The level of the quality of university education was subordinated to the revenue obtained by universities (both in case of public and private schools) from commercial studies. Students quickly figured out what higher education institutions most care about. That is why for some of them (about 33%) the most important thing is to get a diploma, with

possibly the highest grade and not to obtain knowledge, skills and competences, which are usually perceived as the second priority. Such attitude brings loss to those students from commercial programmes (about 33%) who are interested in high level of education, as the faculty often lower this level on purpose to adjust it to the demands of the remaining, weaker group of students (66.6%).

Is it possible to prevent this alarming phenomenon and radically improve the quality of education of commercial (payable) programmes? Not only is it possible, but action should be taken as soon as possible. The changes in the law – Higher Education Act [6] – proposed by the Ministry are going in this direction and they include, first of all:

- the division of studies into practical and academic profile, each of them with a clear definition,
- the increase in the staffing requirements, in accordance with the study profile,
- the increase in the number of students undertaking practical profile studies with a simultaneous decrease in the number of students undertaking academic profile (theoretical) studies,
- the adjustment of the profile, field of study and specialization to the needs of the domestic labour market,
- the adjustment of higher education to the requirements of the European Union and the Bologna Process,
- the intention to improve the quality of the Polish Accreditation Committee, which for the moment feigns concern about the increase in the quality of education but does not actually enforce this requirement in public and private universities.

At the same time it must be noted that progress in the implementation of the National Qualifications Framework really takes place in universities, and so does the improvement of education quality assurance system, although still much more attention is paid to the formal rather than substantive side of their functioning because their implementation has not resulted yet in an appreciable pro-quality change in the attitude of the faculty and students to the quality of education, particularly in case of commercial studies in some universities. Why? Because it is not decisive for promotion and financial advancement of the teaching faculty, particularly of those holding important positions in university. It is easier to simulate than take action when the monitoring exercised by the Ministry (MNiSW), the owners and the customers over higher education in Poland is badly malfunctioning [7].

In case of non-commercial studies (full-time studies), the level of education is higher. Those who choose full-time studies are better prepared for university. After the first, selective year, the students who passed the selection process and completed their first year help to maintain high level of education on condition that the faculty are interested in it. The university should take special care of them and provide them with favourable conditions allowing them to obtain much higher competences and skills during their studies, embracing both practical (vocational) and academic (theoretical) studies profile.

What do students expect from universities in Poland and abroad? It is worthwhile at this point to get acquainted with research results carried out by the Author, which was completed by about 6000 students [8].

The decision taken by Polish universities concerning which new fields of study should be opened or which old ones should be continued is like a blind choice; it is made by trial and error. Higher

education institutions in Poland do not want to follow the career of their alumni, despite such obligation incorporated in Article 13a of the Higher Education Act [4] which reads: “University monitors professional careers of their graduates in order to adapt fields of studies and education programmes to the requirements of the labour market, in particular after three and five years from the date of the completion of studies”. That is why university and faculty authorities have no idea about the structure and volume of the demand for their graduates on the labour markets of today and future markets. This blind man’s buff game has lasted for years and there is no sign that it might change. Such state of the matter is more convenient for the university authorities. Hence the lobbying for the removal of the said Article 13a from the Act.

Each university has to decide which quality level it wants to be qualified for by the market. In the same way, academic teachers have to decide at which quality level they want to work. The selection of a particular quality level by universities and academics employed on a five-year contract will designate the required level of the quality of education and research work. Universities operating in the open market of the European Area of Higher Education and the European Research Area must be ready for that. That is why it is today that every university employee, not just an academic teacher, must find the answer to the question: “quo vadis” and each university today must strive to achieve the best SYNERGY EFFECT:

- university objectives and means (resources),
- the quality and quantity of educational and research services provided by the university,
- prices and costs of the educational and research services provided by universities,
- the demand and supply on the educational and research market.

The pursuit of optimal synergy effect must be subordinated to the following motto: “where there is a will, there is a way”. To achieve it, we just need “willingness” and “possibilities”. [9] We need to be willing to:

- set the quality objectives and then implement them, thus saving resources (means),
- continually improve the quality of education and research work following TQM principles,
- meet the demand, that is the requirements of the educational and research services market at a specified level of quality,
- offer competitive prices, but still cost-effective from the university point of view,
- raise funds (means) essential for the development.

We need to be able to:

- determine the supply – the required quantity of the provided services,
- reduce the costs of the provided services to the necessary minimum,
- make the optimum use of the available funds (means).

### **3. SUCCESSFUL IMPLEMENTATION OF THE UNIVERSITY OBJECTIVES AS A PREREQUISITE FOR THE IMPROVEMENT OF THE UNIVERSITY QUALITY OF WORK AND ITS SUCCESS**

Every university statute, as well as every other higher education institution statute, contains information about the school’s mission and objectives which should be consistent with the provision in the Law – Higher Education Act, art. 4 [9], which states that university:

- fulfills the mission of discovering



the truth and passing it on via research work and the process of education,

- is guided by the principles of freedom in teaching, research and artistic creativity,
- cooperates with the socio-economic environment, particularly in the scope of research, and development projects for business, encourages the participation of employers in the development of educational programmes and curricula,
- is autonomous in all areas of operation under the terms of the Act.

In art. 13 the Act formulates the tasks to be fulfilled by universities by pursuing the above mentioned goals. Next to educating students and conducting research, they comprise the following [4]:

- educating students with a sense of responsibility for the Polish State, strengthening democracy and respect for human rights,
- educating and promoting scientific staff,
- promoting and boosting the attainments of science, national heritage and technology, e.g. through availability of library collections and IT database,
- conducting study programmes with the aim to generate new skills vital on the labour market in the lifelong learning system,
- creating favourable conditions for the development of physical education of students.

To what extent do universities and other institutions of higher education fulfill their mission, goals and tasks which are financed by the state, students and their sponsors, commissioners of research services, EU aid funds and by other organizations and sponsors of the Polish higher education? There is no answer to this question because such research and

assessment are not conducted in Poland. The assessment formulated by the Polish government, Parliament of the Republic of Poland, the Ministry of Science and Higher Education, Polish Accreditation Commission, the Polish Academy of Sciences, CRASP (Conference of Rectors of Academic Schools in Poland) and other institutions established for this purpose, are adapted to their current political and individual (private) needs; that is why it is not relevant to the actual state. At the same time, research conducted by research teams, including the ones led by the Author, are fragmentary, incomplete and partly subjective. Research findings, however, point out to negative assessment of higher education and science in Poland, which in turn leads to the conclusion that mission, goals and tasks performed by universities – both public and private ones – leave much to be desired and are far from the settlements included in the cited Law – Higher Education Act. [10] This fact is increasingly drawing the attention of the press, the radio and TV.

Critical articles on the functioning of higher education and science in Poland crop up more and more frequently. They point out to its shortcomings and promote the legal reform, seeking to approximate Polish higher education to its Western European counterpart, both in the real and in the regulatory sphere; these are like two sides of the same coin whose name is the future of the Polish economy and the quality of life of the Polish people. Despite these precursors of change, academic teachers still remain lethargic. This state of the matter is referred to as the so-called “Stockholm syndrome”; the faculty are serving their exploiters in fear of unemployment and of losing their career prospects.

Probably the answer to the question posed above referring to the unsatisfactory degree to which universities complete their mission, objectives and tasks should be looked for in their internal relations as well

as in the prevailing level of ethics (morality) and the activity of academics, and other university staff. However, the success of university is directly proportional to the full implementation of the mission, objectives and tasks mentioned above.

The involvement of teaching faculty and other staff sometimes encounters serious obstacles which can effectively block their effort for the benefit of public and private schools. The most significant problems include the following [11]:

- mismanagement in quality assurance, efficiency and effectiveness on the part of the Ministry (MNiSW) and the school founders,
- low quality management in some universities arising from the lack of knowledge, competence and managerial skills of the decision-makers unprepared to perform their managerial duties,
- the lack of effective incentive system to encourage employees to work hard and yield the desired results,
- unfair management tolerated by the authorities at some universities, who close eyes to lobbying exerted by privileged groups and to mobbing others in order to accelerate the development and career advancement of the former and to block effectively the latter "disliked" group,
- in some higher education establishments academic teachers performing managerial duties, starting with the head of a laboratory or department and ending up with the dean or rector, are not assessed or held accountable for their performance or the performance of their organizational units, while in office and upon its termination,

which naturally does not encourage to spare effort or to work effectively,

- badly drafted statutes of certain higher education institutions do not specify the tasks and duties; they blur the areas of responsibility of the managerial group, they reject the principle of single management, they hamper the performance of tasks but they guarantee a managerial allowance (e. g. for the head of department),
- some universities do not have the conditions to develop teamwork or interdisciplinary activity among the people employed in the same organizational unit, or in separate units but still within the same organization which is divided by internal walls into faculties and institutes,
- intolerance, in some universities, towards those who achieve outstanding results in research, education and administrative work displayed by both co-workers and superiors, which leads to situations when high-achievers have to apologize for their success to the latter; they are not rewarded for their merits or their success is deliberately undervalued.

Of course, in other universities where negative symptoms of mismanagement do not take place, the increase in the employee activity leads to this university's success on the following planes:

- research,
- education,
- consulting.

The success of public or private university on these planes, which is reflected in the quality of the provided services, becomes the source of:

- the increasing prestige of the higher education institution, both at home and abroad, which should



lead to the increase in the subsidies from the state budget,

- the growth of respect for the results of scientific research carried out by universities – translated into the increase in the university revenue deriving from the above,
- the growing prestige of professors and doctors employed by university, both at home and abroad, which should be reflected in their remuneration,
- the increased recognition for diplomas issued by a higher education institution among employers, both at home and abroad, which will most likely boost interest among school graduates in that establishment and will bring higher profits for the educational services rendered,
- obtaining profitable offers for the consulting services which will raise profits of both employees and the university,
- all-in-all, economic and financial success and self-financing of the well-managed university development.

The condition of the above mentioned success will not be fulfilled until the State and the Ministry (MNiSW), as well as the university and faculty authorities, motivate both managers and their inferiors willing to work hard and to improve the quality of their work for decent pay. The basis for the success in universities lies in the fulfillment of their mission, objectives and tasks as recorded in their statutes and other documents on higher education and science. This fact should be kept in mind by university employees when performing their duties.

#### **4. THE REVISION OF THE DEVELOPMENT STRATEGY AND QUALITY MANAGEMENT AT UNIVERSITY**

Demographic changes in Poland in the last 20 years caused by an increase in the birth rate and the emigration of a few million of Poles for economic reasons lower the number of people who undertake their studies. According to the demographers' predictions, the number of students will be diminishing over the next 10 years, or maybe even longer [2].

At the same time, the recession in Poland and global recession as well as the enormous deficit in the state budget are likely to maintain high level of unemployment. Universities must adapt their operations and the services they provide to these phenomena and to the expectations of the potential customers. Universities must get down to developing their strategies to adjust their operations to the new changing environment in which they will have to work.

The process of development and implementation of the university strategy must consist of consecutive phases, which can be called sub-processes. These are [7]:

- preliminary diagnosis at the beginning of the strategy development process,
- strategic analysis of the university,
- formulation of a strategy, defining its strategic and operational objectives as well as tasks,
- strategy implementation, that is its introduction into all organizational units, that is in the whole university,
- the review of the results in the process output, formulating the proposals for future improvement to be taken into account in the next diagnosis.

A strategy at its functional level

should solve the problem – how to manage the development of particular types of university activity in cooperation with organizational units. These university activities include, among others [12; 13]:

- research,
- education of students and listeners,
- the development of human resources,
- providing good technical conditions and efficient administrative support,
- conducting tests monitoring the achievements of strategic objectives,
- marketing and sales of the provided services,
- providing hands-on experience and cooperation with other universities, both at home and abroad,
- financial services.

Formulating university development strategy should comprise consecutive stages in the following order:

- developing different options of the university strategy taking into account operational units strategy,
- evaluation of strategy viability at a functional level of individual university activities,
- the development of acceptability test, and on obtaining its positive results, transition to further stages,
- determining the necessary financial resources for the implementation of the strategy,
- calculation of future revenue and expenditure,
- making projections about the strategy effects including various scenarios for the changes in the environment,
- the selection of an optimal strategy,
- the choice of methods and tools

for the implementation of the optimal strategy,

- drafting a concept of the development of university potential including the adjustment to the requirements of the strategy of sphere and organization, culture, the quality of work, management, accounting etc.,
- the development of projects concerning: human resources, marketing of the provided services, technical resources etc.,
- the development of a strategic plan, together with the annexes.

This strategy cannot be reduced to a collection of wishful thinking but it must be a strategy of the implementation of its postulates and it should clearly identify and specify the changes it intends to make in the management system and the method of providing services to their recipients on the competitive market at home and abroad, showing at the same time the means it is going to allocate for this purpose, so as to be able to follow the adopted strategy at a specific time.

In the new conditions, university must restructure its existing educational services taking into account change taking place in its environment as well as the changing needs of its stakeholders from the close or more distant environment. It must get interested in the lifelong learning process recommended by the EU addressed to a group of more mature, educated and already employed people as well as to the job-seekers who need retraining and want to gain new competences. The new challenges created by the market are forcing universities – public and private alike – to develop practical (vocational) profile studies and at the same time to reduce academic profile studies which focus on the theoretical, encyclopaedic aspect of education. This approach calls for the preparation of university staff to the new challenge. Higher education institutions must ensure that their

employees fill the gaps in their knowledge, qualifications and competences, which particularly applies to academic teachers, and that they employ professionals with hands-on experience indispensable in teaching students a particular profession, to spare them disappointment on graduating from university, in their first contact with the practical side of employment!

In many fields of science, including Economics, there is a need for the development of research combining both the practical and theoretical sides, seeking innovation as well as implementation research that would help the economy overcome difficulties it encounters as a consequence of recession and the effects of the financial crisis. Tightening the relationship between scientific research and hands-on experience would enable academic teachers to be better prepared to run lectures and classes in line with the requirement to make them more practical and more closely related to the reality. Currently, universities do not have much to offer in many fields of research concerning banks, public offices, and also higher education institutions. Academics are increasingly taking up the topic of functioning of higher education and science in their research, overcoming the fear of exposure to their superiors and the concern for their career advancement. University authorities are increasingly acknowledging that the current system of management in public and private universities is inefficient, obsolete and it needs change. These views are supported by various types of publications, recognized research on higher education carried out in Poland and abroad and projects undertaken in some universities.[14] Their aim is to improve the quality of management and the provided services; in particular educational and research services. The Jagiellonian University and the University of Economics in Kraków and Katowice are

some of the best examples.

In his last book addressed to non-profit organizations (hospitals, schools, etc.) entitled: *Management Challenges for the 21st Century*, Peter F. Drucker wrote: "This book is a call for action /.../ some of these challenges will be particularly acute in non-profit organizations if only because these organizations, such as universities, hospitals or government agencies, are far less flexible than businesses. They are much more deeply rooted in the ideas of yesterday, assumptions, political issues and even – as in case of universities – in the antiquated nineteenth-century tradition" [15].

The new paradigm of management formulated by P.F. Drucker proclaims: "Management is the operational dimension which gives an organization possibilities to produce work results outside the organization itself; no matter whether a given institution is an economic entity, the Church, university, hospital or a shelter for the homeless." [15] That is why the strategy of an organization must clearly define measurable goals adopted for implementation. "The area and liability of management comprises everything that affects the performance and its results – both within the institution itself <the university> and outside <graduates' employers>; regardless whether these factors remain under control of the institution, or whether they are independent of it." [15] Hence it is so important to assess the quality of education through the prism of the effects that this process will trigger in the future in the graduate's workplace. At the same time, the most precious asset of the university is its employee and his / her performance. We have to remember about that when building a strategy for the university development [16].

The following statements by P.F. Drucker quoted below, and also relating to university, deserve special attention: "In non-profit organizations there is always a

temptation to settle for <the good cause> and confine to good intentions, regardless of the results. For this reason, efficient non-profit organizations have learned that they need to define clearly which changes taking place outside the organization are the expected results, and concentrate just on them.” [17] This guideline should remain for long in the minds of strategists on which the fate of universities will depend in the coming years, in crisis conditions. The development of university in future will depend on the degree of adaptability of higher education institutions to these changes. That is why it is so important for higher education to implement correctly pro-quality operational and strategic management in universities on a national scale as well as its continuous improvement.

Improving the quality of management in universities is based on:[18]

- improving management by itself; the persons holding managerial responsibilities,
- improving the quality of teamwork leadership,
- optimizing the use of financial and material assets,
- making the best use of human capital that a university has at its disposal for the implementation and improvement of research and educational services provided by university.

Thus the improvement of the quality of management comes down to the improvement and development of operations, relating to the management in university and its monitoring at all levels in each organizational unit aiming at increasing their managerial skills and meeting the requirements in regard to the quality of management.

## 5. CONCLUSION

The identification of factors – either hampering or supporting universities in

their efforts to improve the quality of the services they provide – allows for the introduction of amendments to the applicable law on the functioning of higher education and to show the importance of the improvement of the quality of management in those universities. The proposed amendment to the law should allow the university and faculty authorities to implement further improvement in the quality of management as well as the improvement of the quality of the provided services, especially in the sphere of research and education.

The realization of the university mission and goals requires the continuous improvement of the quality of management in university, because in this way the authorities accelerate the development of a higher education institution and make it more competitive on the educational market. The university is not a business. The pursuit of profit is not its purpose. It is a duty of the university authorities to generate profit in surpassing its actual expenses and securing economic surplus, which cannot be called profit, to cover the cost of its development, e.g. the purchase of research equipment or building lecture halls. Therefore, universities must operate economically; they must act sparingly, in order to get as much of the added value as possible from the same investment, achieve higher objectives and perform tasks in a better way and, step by step, approach the model of a renowned university. The improvement of quality serves other objectives and is achieved, among others, through the implementation of the efficient, effective system of quality management. It is appropriate, therefore, in higher education, to implement and develop the kind of quality management which generates the continuous improvement of the quality of management and in this way allows the university to self-finance its development.

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